

DOCUMENT RESUME

ED 126 394

CG 010 683

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TITLE Supervisor Training: A Comprehensive Training Program for Manpower Development Supervisors: A Course Monograph. No. 7 in a Series.
INSTITUTION Oakland Univ., Rochester, Mich. School of Education.
SPONS AGENCY Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
PUB DATE Jun 75
CONTRACT DLMA-31-26-74-05
NOTE 52p.; For related documents, see ED 123 525-531 and CG 010 682
AVAILABLE FROM National Technical Information Service, Springfield, Virginia 22151
EDRS PRICE MF-\$0.83 HC-\$3.50 Plus Postage.
DESCRIPTORS *Course Descriptions; *Curriculum Development; Government Employees; *Human Services; Inservice Programs; *Management Education; *Manpower Development; Manuals; Personnel; *Program Descriptions; Undergraduate Study
IDENTIFIERS *Manpower Development Higher Education System

ABSTRACT

This paper describes how a five-day supervisor training program was designed and offered cooperatively for the personnel department of a city of 100,000 population. It includes the content and related learning experiences which were developed for the training and an evaluation of the results. The course covers basic supervision skills for newly appointed supervisors of personnel who are employed by cities, townships, and community agencies funded in part by Comprehensive Employment and Training Act (CETA) funds, such as procedures for outlining, directing, facilitating and evaluating the work of CETA employees. The course was developed for use as a component of the undergraduate program in Human Resources Development at Oakland University. (Author)

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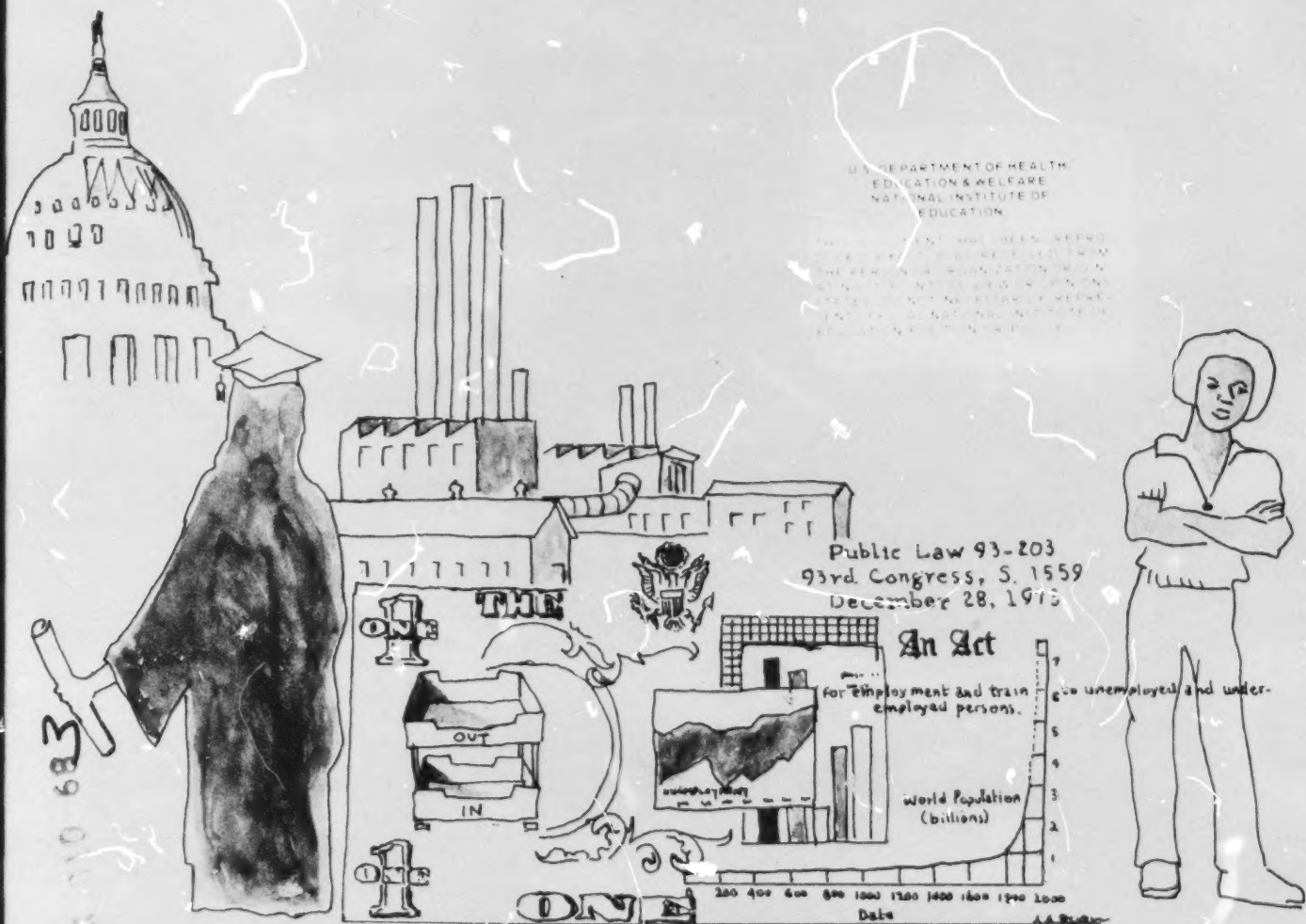
SUPERVISOR TRAINING: A COMPREHENSIVE TRAINING PROGRAM FOR MANPOWER DEVELOPMENT SUPERVISORS

No. 7 in a Series

Produced by:
Manpower Development Higher Education System (MDHES)
Oakland University, Rochester, Michigan

Prepared Under:
Grant Award No. 31-26-74-05
Manpower Administration
U.S. Department of Labor

June 1975



Supervisor Training:

A Comprehensive Training Program for Manpower Development Supervisors

A Course Monograph

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This report was prepared for the Manpower Administration, U.S. Department of Labor, under research and development contract (grant) No. DL 31-26-74-05. Since contractors (grantees) conducting research and development projects under Government sponsorship are encouraged to express their own judgement freely, this report does not necessarily represent the official opinion or policy of the Department of Labor. The contractor (grantee) is solely responsible for the contents of this report.

BIBLIOGRAPHIC DATA SHEET	1. Report No. DLMA 31-26-74-05-8	2.	3. Recipient's Accession No.
4. Title and Subtitle SUPERVISOR TRAINING: A COMPREHENSIVE TRAINING PROGRAM FOR MANPOWER DEVELOPMENT SUPERVISORS No. 7 in a Series		5. Report Date June 1975	
7. Author(s) Billie J. Minor		6.	
9. Performing Organization Name and Address Manpower Development Higher Education System Oakland University School of Education Rochester, Michigan 48063		8. Performing Organization Rept. No. 7	
		10. Project/Task/Work Unit No.	
		11. Contract/Grant No. DL 31-26-74-05	
12. Sponsoring Organization Name and Address U.S. Department of Labor Manpower Administration Office of Research and Development 601 D St., N.W., Washington, D.C. 20213		13. Type of Report & Period Covered Series #7 (1974-75)	
		14.	
15. Supplementary Notes One of a series of descriptions of training courses under development to form a model undergraduate system of higher education for current and future Manpower agency employees.			
16. Abstracts Describes how a five day supervisor training program was designed and offered cooperatively for the personnel department of a city of 100,000 population. Includes the content and related learning experiences which were developed for the training and an evaluation of the results. The course covers basic supervision skills for newly appointed supervisors of personnel who are employed by cities, townships, and community agencies funded in part by Comprehensive Employment and Training Act (CETA) funds, such as, procedures for outlining, directing, facilitating, and evaluating the work of CETA employees. Developed for use as a component of the undergraduate program in Human Resources Development at Oakland University.			
17. Key Words and Document Analysis. 17a. Descriptors Education, Leadership, Management training, Manpower, Orientation, Personnel development, Personnel management, Specialized training, Supervision, Supervisors, Upgrading			
17b. Identifiers, Open-Ended Terms Manpower development, Out-service education, Public employment			
17c. COSATI Field/Group 5A			
18. Availability Statement Distribution is unlimited. Available from National Technical Information Service, Springfield, Va. 22151.		19. Security Class (This Report) UNCLASSIFIED	21. No. of Pages
		20. Security Class (This Page) UNCLASSIFIED	22. Price

PREFACE

This monograph is one of a series describing curriculum developed to prepare personnel for employment in local, state and regional levels of Manpower Administration programs. This course, Supervisor Training: A Comprehensive Training Program for Manpower Development Supervisors was originally offered on a non-credit basis, however, it can also be offered for credit as an elective in the Concentration in Manpower Development at Oakland University.

Faculty members at other colleges or training directors for governmental units will find this monograph useful in establishing educational programs for current or future manpower program employees. The course is divided into modules, each covering a few hours of instruction which may serve as the basis for short-term training sessions.

This course has been developed by Dr. Billy J. Minor, a faculty member in the Oakland University Human Resources Development program. Dr. Minor has developed and directed training programs for inner city personnel and has served as a consultant for state department human resources new careers programs, and Model Cities Program, Manpower Division.

The last page in this monograph is an evaluation form. We request that you return it after you have had time to examine the monograph and its possible uses to you. Your feedback will be of great assistance to us in preparing future curriculum materials. Thank you.

Similar monographs describing other courses designed specifically for manpower work are in preparation. For more information write or call:

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1.0 INTRODUCTION

1.1 Description of Curriculum: Concentration in Manpower Development

The Concentration in Manpower Development is a major component of the bachelor of science degree in human resources development offered by the Human Resources Development Area of the School of Education at Oakland University (see Fig. 1). The main goal is to provide a program which will help students to acquire the knowledge, skills and attitudes necessary to function effectively in entry-level positions in manpower programs at the local, county, state and regional levels.

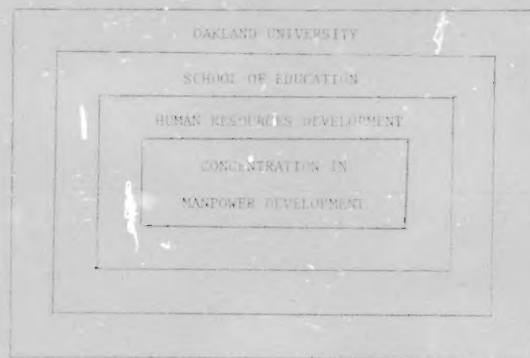


Figure 1: Location of Manpower Concentration

The B.S. in human resources development is a 124 semester credit degree of which 64 credits are devoted to general education in academic skills and to appropriate electives. General education includes: communication and writing skills, symbolic systems (such as mathematics, computer programing or modern language), three or more foundation courses in the social sciences (such as economics, political science, sociology and psychology) and one or more courses in natural science, history and studies of other areas of the world or arts.

The remaining 60 semester hours of credit comprise the professional concentration in manpower development. There are three major components within this concentration: cognate courses, basic core courses which include an internship in a manpower program setting and a selection of courses in various specialties of manpower work. Each component emphasizes a different area of professional preparation and provides flexibility which allows students to draw upon a wide range of course work. Figure 2 illustrates the parts of the degree program followed by a brief description of each of the three components of the concentration in manpower development.

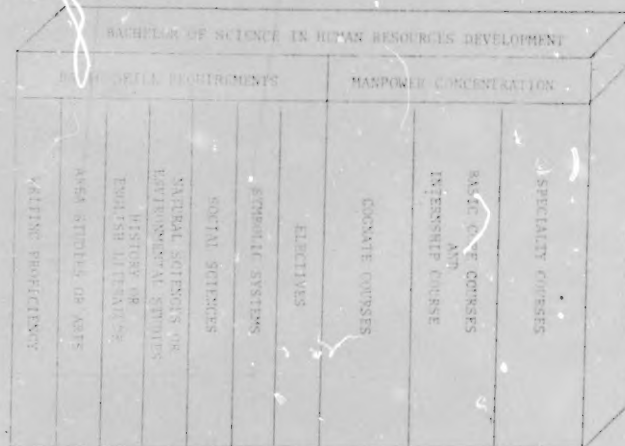


Figure 2: HRD Course Distribution

1.11 The Cognate Course Area

Within the 60-credit concentration in manpower development each student is required to take a minimum of 24 credits chosen from a wide selection of upper division courses which are regularly offered within the university in the subject areas of: economics, management, political science, psychology, sociology/anthropology or speech communication. Students must have previously taken prerequisite courses under the basic skills requirement or as electives.

Courses chosen for the cognate area must include the following:

- a. A course which includes methods of research and/or statistics
- b. A course which deals with social change
- c. An advanced course in psychology
- d. An advanced course in sociology
- e. A selection of other courses approved for the cognate area to make a minimum total of 24 semester hours credit in the fields such as: computer science, economics, management and political science.

1.12 Basic Core, Internship and Specialty Courses

As a part of the concentration in manpower development, each student is required to take a minimum of 24 to 28 semester hours credit from a selection of applied courses offered under the labels HI (Human Interaction) and HRD (Human Resources Development) plus an "Internship in Human Resources Development, 8 to 12 credits, for a total of 60 semester hours credit including the 24 credits in the cognate area.

1.2 Positioning of Course Within Curriculum

The course described herein, Supervisor Training: A Comprehensive Training Program for Manpower Development supervisors is available on a non-credit or credit basis. It can be offered under HRD 467 Workshop in Human Resources Development for two semester hours credit. It is intended to be offered upon request from students or employers, rather than on a regular basis.

		SPECIALTY COURSES	
		BASIC CORE COURSES	
		COGNATE COURSES	
HI	261	FUNDAMENTALS OF HUMAN INTERACTION.....	
HI	361	TECHNIQUES OF THE HELPING INTERVIEW.....	
HI	363	DYNAMICS OF HUMAN RELATIONSHIPS.....	
HI	461	INTRODUCTION TO COUNSELING.....	
HI	463	GROUP PROCEDURES IN HELPING RELATIONSHIPS.....	
HI	564	TECHNIQUES OF CONSULTATION.....	
HRD	301	THE NATURE OF MAN.....	
HRD	302	ETHICAL STUDIES OF PERSONAL CRISIS.....	
HRD	331	INTRODUCTION TO COMMUNITY MENTAL HEALTH.....	
HR	337	PROBLEMS OF DRUG ABUSE & ALCOHOLISM.....	
HRD	362	ASSESSMENT OF YOUTH & ADULTS.....	
HRD	364	CAREER DEVELOPMENT & COMMUNITY RESOURCES.....	
HRD	365	STUDENT RESOURCES DEVELOPMENT.....	
HRD	366	TECHNIQUES OF HUMAN RESOURCES DEVELOPMENT.....	
HRD	367	EMPLOYABILITY DEVELOPMENT PROCEDURES.....	
HRD	368	JOB DEVELOPMENT & TRAINING.....	
HRD	369	FIELD WORK IN HUMAN RESOURCES DEVELOPMENT.....	
HRD	390	SPECIAL PROBLEMS IN HUMAN RESOURCES DEVELOPMENT.....	
HRD	431	ORGANIZATIONAL ANALYSIS & CHANGE PROCESS.....	
HRD	532	HUMAN SERVICE DELIVERY AND EVALUATION.....	
HRD	567	WORKSHOP IN HUMAN RESOURCES DEVELOPMENT.....	
HRD	569	SEMINAR IN HUMAN RESOURCES DEVELOPMENT.....	
HRD	490	INTERNSHIP IN HUMAN RESOURCES DEVELOPMENT.....	
MGT	334	HUMAN DEVELOPMENT IN ORGANIZATIONS.....	

FIELD SITE
LABORATORY
CLASSROOM

2.0 COURSE DEVELOPMENT PROCESS

2.1 Description of Course Development

During the winter semester 1974 the Supervisor Effectiveness Training Program (SET) was developed and offered to a group of fifty (50) line supervisors in the Pontiac City work force. The request for the development of SET came on the heels of the introduction of the Comprehensive Employment and Training Act of 1973 (CETA) in the City of Pontiac. Under Title II of CETA, Pontiac hired into public service approximately 200 disadvantaged, underemployed and unemployed individuals. To accommodate this influx of new city employees many line staff members were promoted to first level supervisory positions. These promotions created a need for special training to help the new supervisors assume their new roles and responsibilities. The steps taken by Pontiac for bringing in a large number of new employees are significant as they represent a major national strategy for the incorporation of underemployed, unemployed and disadvantaged individuals into the labor force.

Unfortunately, however, simple inclusion in the labor force has not been sufficient to guarantee that manpower employees become self-actualized or adjusted members of the labor force, i.e., individuals who display positive attitudes and behavior towards their life and work. Traditional supervisory methods found indispensable with the "average" worker have had marginal application with the manpower worker. Such factors as temporary work status, alienation, poor attitudes towards authority, fear of failure, etc. (Blood and Hulin, 1967) compound manpower worker/supervisor relationships to make for work experiences that are trying at best.

We are increasingly aware of the staff development needs of agencies that hire and train manpower workers. Staff development training programs geared to meeting these needs must innovatively alter attitudes, knowledge and skills of work supervisors so that they can more effectively supervise manpower and other workers (Rosen, H., 1969). The alterations in attitudes, knowledge and skill suggested for the supervision and training of manpower workers differ in degree rather than kind from those needed to supervise and train the "average" worker. SET, although initially directed at meeting the needs of the manpower worker, will ultimately enable supervisors and trainers to become effective and efficient with all of their employees and trainees.

Given the current direction of manpower policy (decentralization of resources) other public and private agencies will have need to ready their staffs for the manpower worker and trainee. In response to this projected need SET is presented in this monograph as a guide for training program development.

The U.S. Department of Labor publication, Productive Employment of the Disadvantaged: Guidelines for Action (1973) reviewed special supervisor training concerns and problems faced by organizations that employ and train manpower workers. The following represents an example of the content of supervisor training programs that have been developed to handle concerns and problems in the supervision of manpower workers:

- a) General facts about the new members of the labor force
- b) Guidelines for dealing with specific problems of minorities
- c) Techniques of motivation and communication
- d) Challenges to supervisors' attitudes toward the disadvantaged worker
- e) Problem solving techniques
- f) Interviewing techniques
- g) Management's business reasons for participating in manpower programs

2.2 Description of Module Development

The need for training manpower employees is well documented in the literature. Examples of this need can be found in McKay 1971, Marks 1968, Hansknecht 1969, Gray 1970, Ferman 1968, Drob & Sheblak 1969. The need for training trainers, managers and supervisors of manpower employees is less well documented and is exemplified by the following: Arkin, Smith & Usilan 1972, McDonald 1969, Neiswender 1970 a,b, Rosen 1969.

Ideally supervisor training program instruction is expected to alter or reinforce the behavior of supervisors in ways that allow them to better supervise workers. Likewise, workers who receive adequate supervision are expected to be able to maintain normal production schedules and develop healthy attitudes about their work and life experiences. As such, the ultimate instructional objective is effective worker supervision and evidence for the success or failure in reaching this objective is worker productivity and worker work/life satisfaction.

Subsequent to a series of needs assessment meetings with manpower workers, their supervisors, and specialists in manpower training and development, the following six content areas were identified as in need of emphasis in a supervisor effectiveness training program:

- a) Manpower Development and Training Programs and Their Participants
- b) Individual and Group Problem Solving
- c) Role Functions in an Organization

d) The Communications Process

e) Conflict Resolution

f) The Helping Relationship

Six instructional modules were developed around these content areas.

3.0 MODEL OF COURSE STRUCTURE

3.1 Course Goals and Enabling Experiences

The manpower supervisor's training course was designed to equip manpower supervisors with the basic skills and knowledge necessary for effective supervision of manpower and other employees. Work adjustment is conceived of as the ultimate goal of manpower development programs and effective worker supervision contributes to the achievement of this goal. Work adjustment has two main components: work satisfaction and work satisfactoriness (Heron 1954). Work satisfaction deals with specific aspects of the work/life environment, such as working conditions, hours, pay, job related responsibilities, etc. Satisfactoriness, on the other hand, refers to work productivity and efficiency, ability to follow job policies, ability to get along with fellow workers, etc.

A substantial body of research suggests that the attainment of work adjustment by individuals labeled disadvantaged, underemployed, and unemployed is an arduous task. Traditional approaches to facilitate work adjustment have primarily centered on changing worker behavior directly. Behavior modification, contingency management, modeling, worker incentive programs, etc. have been used with some success in promoting work adjustment. SET shifts the focus of intervention to the work supervisor directly and the worker ultimately. This approach assumes that manpower workers come to the job with certain response sets that realistically reflect their past and present options for action. Some of these responses are considered nonfunctional in the job setting; other responses are considered appropriate. Intervention aimed solely at destroying responses that are essential to a large segment of their work/life functioning. Intervention, ideally should be focused on changes in both the worker and the job system (supervision, job award systems, etc.). An analysis of worker and job system attitudes, traits, constraints, beliefs, etc. allows for determination of points where modification and compromise are possible and desirable. Further, it is assumed that work supervisors, having the most direct contact with workers, are in a good position to perform the worker and job systems analysis and intervention capable of promoting better work adjustment. The goal of SET is to help supervisors gain the knowledge and skills necessary to perform this analysis and become manpower developers. In line with accomplishing this broad goal SET participants will have enabling experience that will help them to do the following:

- a) Gain knowledge of the Comprehensive Employment Act of 1973 (CETA) and regulations pertaining to individuals employed under CETA.
- b) Understand and be able to apply strategies for systematic individual and group problem solving to promote work adjustment.
- c) Understand role functions in an organization and the implications of different supervisory styles in promoting work adjustment.
- d) Understand and be able to apply the communication process to promote work adjustment.
- e) Understand and be able to apply strategies for resolving job related frustrations and conflicts that inhibit work adjustment.
- f) Become acquainted with different aspects of the helping relationship (difficulties in giving help; barriers to receiving help, etc.).

3.2 Course Content

Course content for SET is apportioned among instructional modules that correspond to the six instructional objectives.

Module:

1. Manpower Development and Training Programs and Their Participants
2. Individual and Group Problem Solving
3. Role Functions in an Organization
4. The Communications Process
5. Conflict Resolution
6. The Helping Relationship

3.3 Instructional Strategy

The average number of years in public service employment for supervisors in the initial supervisor training program was seven (7) years. Kay (1951) suggests that the more people know and the greater their experience, the more difficult it is for them to unlearn what is no longer appropriate in a new job situation. Their knowledge is their handicap. As such, it is assumed that the instructional strategy for a supervisor training program should take into consideration the effects of longevity on new learning.

To combat the knowledge handicap, instructional techniques stressing synthesis and evaluation using independent means of study and discovery are recommended instead of techniques that stress imitation and memorization (Martin, 1967). While using a discovery learning format in the supervisor training course, the trainer's role will be to "diagnose the level of accomplishment of the trainee, to administer the appropriate tasks out of a number of graded tasks, to check the results, to ask the right question at the right time, and to act as a consultant to the trainee when help is sought" (E. and R. M. Bolbin, 1968).

To promote a discovery learning format the following types of activities are provided in SET.

3.31 Needs Assessment

Formal and informal diagnosis of entry level skills and needs of trainees.

3.32 Orientation

Meeting to introduce program and its delivery capability (staff, material resources, etc.) relative to trainee needs as indicated in needs assessment.

3.33 Mini Lectures

Mini lectures are provided as efficient ways to disseminate theoretical information relative to each instructional module. Lectures are climaxed by questions that lead to discovery activity.

3.34 Small Group Discussions

Small group discussions are followups to lectures and other program activities that generate questions on supervision. Discussions allow group members to come to terms with their differences in perceptions, feelings, and interests in the area of supervision. The goal of this process is to discover ways of answering important questions that reflect the varying needs systems of the members of the group.

3.35 Supervisor Role Practice

This activity provides an opportunity for participants to use role-playing and simulations to act out problem situations in order to analyze supervisor-supervisee interaction and discover alternative intervention strategies.

3.36 Demonstrations

This method is used to highlight principles of supervision that trainers or trainees feel are applicable to life situations but cannot be truly explained in small group discussions.

3.37 Small Group Evaluation and Monitoring Session

This activity allows groups of five or six persons to meet and discuss program progress. The evaluation and monitoring sessions provide a means for participants and staff to cooperatively evaluate the training program and to share in directing subsequent program experiences.

3.4 Assessment System

Assessment activities are intended to provide a control function for SET. Specifically, this control is manifested in an initial evaluation, a formative evaluation and a terminal evaluation of training effects.

3.41 Initial Evaluation

The initial evaluation provides information on the following:

- a) Nature of trainee system dysfunction
- b) Nature of trainee background characteristics
- c) Nature of trainee perceived needs for training (knowledge, skill, attitude)
- d) Nature of trainee repertoire (knowledge, skill, attitude)

The initial evaluation controls the scope and direction of the training modules that are designed and implemented. The six modules that are presented in this training design represent a broad base of supervisory concerns. Successful use of these modules will depend upon the incorporation of initial evaluation information based on intended consumer needs into the module design and presentation.

3.42 Formative Evaluation

Formative evaluation provides information on the following:

- a) Identification of instructional objectives that are realized by trainees
- b) Identification of instructional objectives that are not realized by trainees.

- c) Identification of strengths and weaknesses of training design.

Formative evaluation provides a control on the ongoing features of the program. Each module is evaluated at its completion using the form presented in Exhibit 1. Information from this evaluation is used to suggest modifications of the program that will better promote attainment of objectives. Additionally, the Small Group Evaluation and Monitoring Sessions provide ongoing information on trainee reaction to program and a mechanism for influencing subsequent program development.

3.43 Terminal Evaluation

Training has as a desired outcome the transfer of learning to practice in the work setting. If supervisors can and do apply concepts and principles learned in training to promote work adjustment goals, training is considered successful. A direct measure of work adjustment is therefore provided as the terminal assessment.

A more detailed discussion of evaluation is presented under Section 5.0 (Conclusion) of this report. Figure 4 presents a chart showing the training process design and the evaluation stages.

EXHIBIT 1

END-OF-MEETING EVALUATION

1. Were you interested in this meeting? Very much _____ Quite a bit _____ Some, but not much _____ Very little _____
2. Did you feel the group was interested in this meeting? Very much _____ Quite a bit _____ Some, but not much _____ Very little _____
3. Did you learn any new facts or get any new ideas? Yes, many _____ Quite a few _____ Some, but not very many _____ Very few, if any _____
- List two facts learned: a. _____
b. _____
4. Did you change any of your previous opinions as a result of this meeting? Yes, many _____ Quite a bit _____ Some, but not very many _____ Very few, if any _____
- Name one change: _____
5. Were your previous opinions confirmed or strengthened? Very much _____ Quite a bit _____ Some, but not much _____ Very little _____
- Name one confirmation: _____
6. Did you think the group accomplished anything as a result of this meeting? It did _____ It probably did _____ I doubt if it did _____ It did not _____
- What? _____
7. Was there enough opportunity for discussion? Too much _____ All that was needed _____ Should have been more _____ Should have been much more _____
8. Would the meeting have been better if some parts had been left out? Certainly _____ Maybe _____ Probably _____ Definitely not _____
- What parts? _____
9. Did you find the social atmosphere of the meeting congenial and enjoyable? Excellent _____ Quite good _____ All right _____ Definitely not _____
10. Do you have suggestions (about techniques, materials, etc.) for improving future meetings? (Use other side of page if necessary).

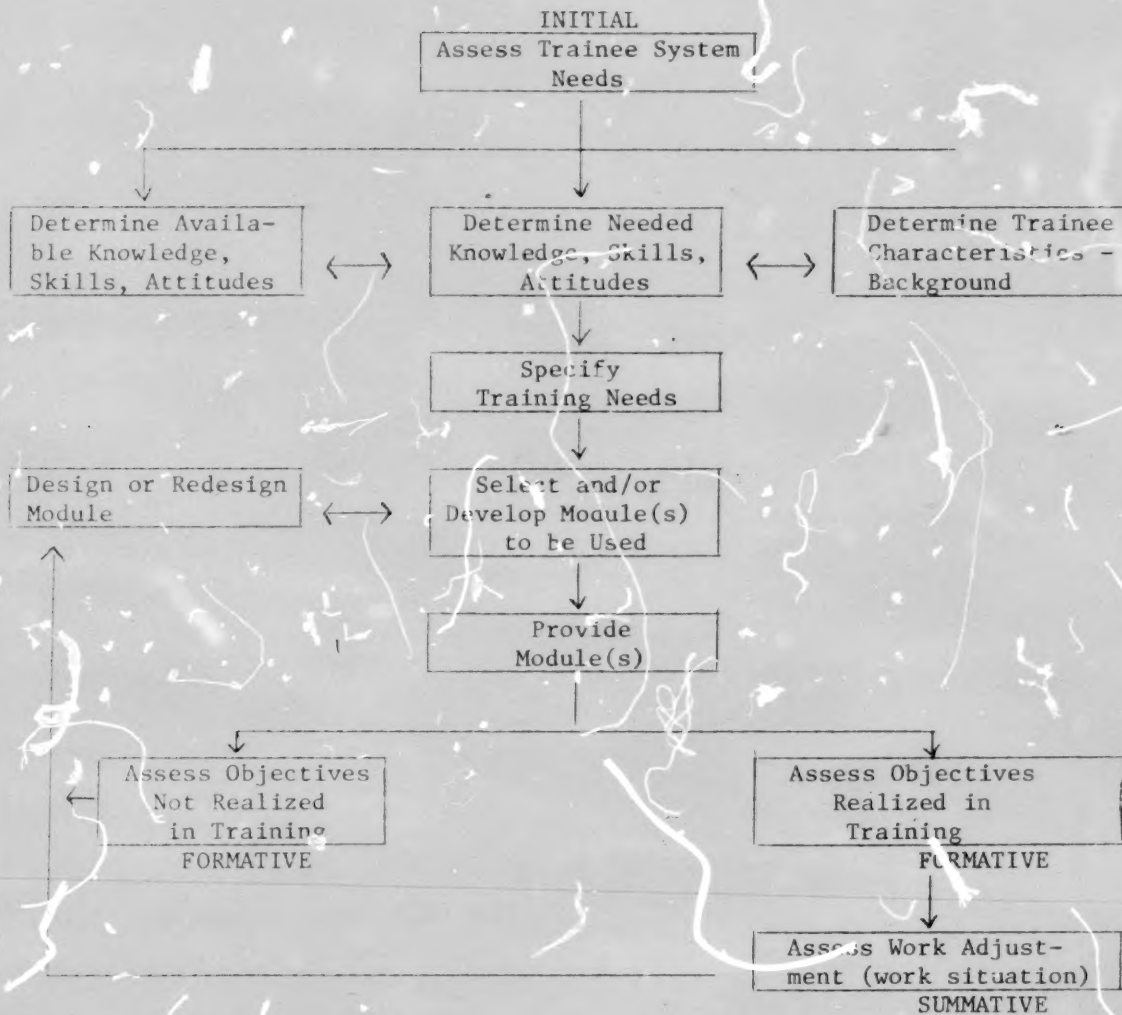


Figure 4: Assessment System

4.0 DESCRIPTION OF INSTRUCTIONAL MODULES

The following six instructional modules have been developed for SET:

1. Manpower Development: Training Programs and Their Participants
2. Individual and Group Problem Solving
3. Role Functions in an Organization
4. The Communication Process
5. Conflict Resolution
6. The Helping Relationship

Each module is presented in two parts: a four-hour intensive session and a four-hour follow up session. Intensive sessions provide for an introduction to the module content area through lecture and simulated practice exercises. Follow up sessions provide for feedback subsequent to use of training material and information on the job site. For best results it is suggested that intensive sessions precede follow up sessions by one week. This time period is necessary to give participants an opportunity to try out information and ideas provided in intensive sessions.

4.1 Module 1 Manpower Development: Training Programs and Their Participants

4.1.1 Rationale

This module is based on an assumption that in order to make the most efficient and effective use of a manpower development and training program, individuals at all levels within the employment and training system must have answers to the following questions:

- a) What are the goals of the Manpower Development and Training Act?
- b) Who are the participants under the Act, i.e., their backgrounds, expectations, etc.?
- c) What are the constraints and allowances to participants under the Act?
- d) What is expected of me as a participant supervisor or trainer?
- e) How do "I" benefit from my organization's participation in manpower development and training?

4.12 Instructional Objectives

Participants will:

- a) Gain knowledge of Manpower Training and Development Act relevant to their functioning as manpower trainers and supervisors
- b) Gain knowledge on background expectations, aspirations, experiences, etc. of Manpower Development and Training Act participants

4.13 Description of Instructional Content

- a) The Comprehensive Employment and Training Act of 1973 (CETA)
- b) Some results from past private and public agency participation in manpower development and training
- c) Review of agency commitment to manpower development and training (special time adjustments, production and monetary allowances, and special training for supervisors and trainers)
- d) The special background and behavioral characteristics of manpower workers as related to work adjustment

4.14 Description of Instructional Strategies

The intensive session provides a simulated training exercise aimed at familiarizing participants with the dynamics of CETA in relationship to their roles as supervisors. The simulation presents relevant information on CETA and allows participants to apply information in a problem solving situation.

A second simulation allows participants to become acquainted with special characteristics of CETA employees and trainees. The intensive session closes with a discussion of the two simulated exercises and their application to the real job situation. Attention is focused on answering the following questions which were raised in the preceding rationale section:

- a) What are the goals of CETA in my agency?
- b) Who are the people who work and train under CETA (their backgrounds, expectations, aspirations, etc.)?
- c) What are the constraints and allowances to people who work and train under CETA?
- d) What do I gain from my agency's participation in CETA?

- e) What is expected of me as a participant supervisor or trainer under CETA?

The follow up session allows for processing of information generated by the above assignment. The ultimate result of this activity is to develop a working description of CETA and its program participants that realistically portrays the job situation and that can be used as a guide in problem solving and decision making.

4.15 Evaluation

The instructional objectives under this module refer to the attainment of knowledge. Participants are expected to obtain information sufficient to answer questions a through e under 4.14. Additionally, participants will fill out the end of session evaluation form which provides feedback to presenters on the effectiveness of the module as a whole.

See Appendix A - Module 1 References.

4.2 Module 2 Individual and Group Problem Solving

4.21 Rationale

Success in attaining the objectives of manpower programs is largely determined by the perceived realities of host training and employing institutions (Gordon, 1970). One set of realities is established by how manpower problems are defined, the factors that influence these definitions, and the assumptions regarding the causes and maintenance of manpower problems.

A second set of realities is determined by the resources of the institution, its power base, its constituency, its pool of available personnel, etc. These realities taken together account for the judgements, decisions, and solutions that the institution can make. The individual and group problem solving module acquaints supervisors with the realities of their institutions, and provides problem solving strategies so that they can take the supervisory action necessary to promote work adjustment in their supervisees.

4.22 Instructional Objectives

Participants will:

- a) Become acquainted with manpower development as defined by their institution
- b) Become acquainted with the resources available to work on manpower development problems within their institution
- c) Become acquainted with and use models for individual and group problem solving in simulation exercise

- d) Use information under a, b, and c above to develop problem solving strategies to promote work adjustment

4.23 Description of Instructional Content

4.231 Model for systematic problem solving

- a) identifying problems
- b) gathering needed information
- c) evaluating information
- d) taking action
- e) reviewing action

4.232 A problem solving program for defining a problem and planning action (Eisen, 1969)

4.233 Problem solving guide

4.234 Manpower needs and resources survey

4.24 Description of Instructional Strategies

The intensive session allows participants to define their agency's manpower position and the resources available for manpower development and training. Once the manpower position and resource availability are established, actual manpower supervision problems are identified and reviewed in terms of these two dimensions. Specific problem solving models are presented and participants are allowed to work in small groups to apply these models in solving their problems within the limits of the manpower definition and resources of their agency. Participants are asked to identify one problem in their supervision practice on which they would be willing to try out information gained in session and report back to the group in the follow up session.

The follow up session allows for discussion and processing of the "trying-out" experiences. In small groups participants identify common supervision problems and develop related problem solving simulations which are presented to the total group.

4.25 Evaluation

The instructional objectives for this module calls for participants becoming acquainted with the manpower definition and resources of their agency and using this information together with particular problem solving models to solve supervision problems of manpower workers and trainees. A test of knowledge and application is provided by a simulated exercise involving real problems. The simulations are presented to a general

session of participants and presenters receive feedback from observer/participants. The results of these presentations and generated feedback are taken to reflect the level of knowledge and application available to participants. The ultimate test, of course, will be use of knowledge at the job site. An evaluation of this use is best done after participants have had time to reflect on information and decide upon implementation from their own unique perspectives.

See Appendix B - Module 2 References

4.3 Module 3 Role Functions in an Organization

4.31 Rationale

It is assumed that the job or work system is a complex system. The system exists to accomplish a task and members of the system have different roles and make different contributions in the accomplishment of the system's objectives. In order for the system to remain solvent, certain maintenance functions must be performed such as the setting of production standards and schedules, the regulation of working conditions, the rewarding of average and above average performance, the reprimanding of below average performance, etc. At the hub of the work system's maintenance function is the work supervisor. The supervisor must be aware of the different roles he or she is expected to play within the organization and the consequences of variations in role function on supervisee behavior and system maintenance. This module allows supervisors to explore different methods of supervision and their affects on individual and system behavior.

4.32 Instructional Objectives

Participants will:

- a) Understand and use supervisor role functions to promote work adjustment in employees and to maintain work system objectives
- b) Understand effects of different styles of supervision (participative vs. directive) on work adjustment

4.33 Description of Instructional Content

4.331 Dimensions of work supervisor's role (Nylen, Mitchell, and Stout, 1967)

- a) task roles
- b) group building and maintenance roles
- c) group task and maintenance roles

4.332 Directive vs. participative leadership styles and manpower workers (McGregor, 1967)

4.333 The effects on work adjustment of manipulating the following:

- a) leadership style
- b) work group
- c) working conditions
- d) the task
- e) the compensation

4.34 Description of Instructional Strategies

In the intensive session a mini lecture is presented which covers the dimensions of the supervisor's role, participative vs. directive supervision, the effects of manipulating different aspects of job on work adjustment, and steps to effective supervision. Following the lecture, small task-oriented groups work on problems that require use of information presented in the mini lecture. Following the work group, participants meet in a general discussion session where the results from the task groups are shared with all participants. The assignment for the follow up session is the performance of a role function analysis of actual supervision practice.

The follow up session allows for processing the role function analysis and for the generation of steps in supervisory role function to promote work adjustment.

4.35 Evaluation

Evaluation of attainment of instructional objectives is based on peer evaluations using the Presentation Evaluation Form (Exhibit 3). Small task group presentations are evaluated by all participants. Results from these evaluations are taken as measures of the level of group knowledge of different supervisor role functions and their consequences.

See Appendix C - Module 3 References

4.4 Module 4 The Communication Process

4.41 Rationale

Communication, like other human transactions, is subject to all of the human error brought about by differences in perception, attitudes, feelings, etc. Communication is a core activity in supervision, and when supervision fails it is sometimes said to be due to a communication breakdown. What we send and receive

EXHIBIT 2

PRESENTATION EVALUATION

What is your overall rating of this presentation (Group) items? Please circle appropriate number.

	Very Low	Low	Average	High	Very High
1. Specification of goals	1	2	3	4	5
2. Correspondence of goals to simulated activity	1	2	3	4	5
3. Adequacy of materials used	1	2	3	4	5
4. Choice of methods	1	2	3	4	5
5. Participation	1	2	3	4	5

Please answer the following questions:

1. How would you rate this presentation? (Check)

No good Mediocre All right Good Excellent

2. What were the strong points?

3. What were the weak points?

4. What improvements would you suggest?

(You need not sign your name.)

as messages in the communication process in large part is determined by our unique experiences and backgrounds. It is therefore assumed that the closer related the experiences and backgrounds of parties trying to communicate, the higher the probability of successful communication. Conversely, the greater the difference in experience and background, the lower the probability of successful communication. Manpower workers who are disadvantaged and underemployed often have experiences and backgrounds that differ greatly from those of their work supervisors. As such, the chances of successful communication is in jeopardy. An extreme form of difference and one that is quite common between manpower workers and their supervisors, is that associated with use of Black dialect vs. standard English. When valuing of an individual's performance can be determined by how he speaks rather than what he says, we have the groundwork for a communication breakdown. Supervisors need to understand the dynamics of the communication process and to apply this process in promoting work adjustment among their supervisees.

4.42 Instructional Objectives

To have participants:

- a) Understand the dynamics of the communication process (sending, receiving, physical and psychological fields)
- b) Listen carefully to others and improve their comprehension of what is said
- c) Speak more precisely
- d) Become aware of the ways information can be distorted when going from first person to second person and third person
- e) Recognize differences between a situation with two-way communication and one where communication goes one way
- f) Analyze some of the many problems of giving and receiving instructions
- g) Understand how the communication pattern of manpower employees can differ from that of regular employees

4.43 Description of Instructional Content

- a) The communication process
- b) Factors that contribute to distorted messages
- c) Differences between one-way and two-way communication in promoting work adjustments

- d) Some problems in giving and receiving instructions
- e) Communicating with manpower employees

4.44 Description of Instructional Strategies

The intensive session starts with a communication simulation Hollow Square (Pfeiffer and Jones, 1974, 32-40) which allows participants to experience the dynamics in transmission of information, one- and two-way communication, and giving and receiving instructions. This exercise is followed by a general group discussion of the communication process as revealed through the Hollow Square activity. The Rumor Clinic (Pfeiffer and Jones, 1974, 12-15) simulation is conducted to provide participants with opportunity to observe distortions that can occur in transmission of information from an original source through several individuals.

The assignment in preparation for the follow up session is for participants to observe the communication process on the job in terms of material covered in the intensive session. The follow up session allows for processing material from the on-the-job observations of the communication process.

4.45 Evaluation

The instructional objectives for this module called for participants to understand and use the communication process. Evaluation of level of understanding and use of the communication process is based on reports from on-site observations.

See Appendix D - Module 4 References

4.5 Module 5 Conflict Resolution

4.51 Rationale

Even when the most careful plans have been made for the successful inclusion of manpower workers in the labor force, there will be situations where conflict will arise. Part of this conflict comes from the newness of CETA and the vagueness in interpretations of policy by different administrators. Invariably, tension and frustration will be created at the line supervisor level and the supervisor will be expected to cope with conflict as he/she attempts to implement the program. Handling conflict is more successful when it is recognized as a natural phenomena. This module will help participants develop strategies for dealing with conflict when it occurs in their supervision practice.

4.52 Instructional Objectives

Participants will:

- a) Understand how force field analysis can be used in resolving conflict and planning change
- b) Understand types of defensive reaction to conflict
- c) Become familiar with three major ways people deal with conflict
- d) Analyze aspects of disciplinary intervention
- e) Understand types of confrontation
- f) Understand and use negotiation strategy

4.53 Description of Instructional Content

4.531 Lewin's Force Field Analysis

4.532 Defensive reactions to conflict

- a) denial
- b) withdrawal
- c) projection
- d) polarization
- e) coercion
- f) win-lose elimination

4.533 Major ways people deal with conflict

- a) avoidance
- b) defusion
- c) confrontation

4.534 Types of confrontation

- a) power
- b) negotiation

4.535 Negotiation strategy and disciplinary intervention

4.54 Description of Instructional Strategies

The intensive session employs a short lecture on force field analysis followed by a simulation exercise to acquaint participants with the use of force field analysis in conflict

resolution. A self examination exercise is provided to allow participants to identify their style for resolving conflict. The styles are discussed in terms of specific defensive reactions to conflict and ways people deal with conflict. The assignment in preparation for the intensive session is the performance of an analysis of the management of on-the-job conflicts.

The follow up session provides for group exploration of the resolution of conflict through a role reversal simulation exercise. Reports from on-the-job analysis of conflict and its management are presented and discussed.

4.55 Evaluation

The instructional objectives for this module call for trainee participants to acquire knowledge and skill in identifying and estimating the magnitude of forces involved in a conflicting job situation. The test of this knowledge and skill is provided through the assignment requiring trainees to perform on-the-job conflict analysis employing the principles discussed under 4.531 through 4.535 above.

The performance of this task requires a transfer of learning from the training simulation exercises to the "real world" job situation.

See Appendix E - Module 5 References

4.6 Module 6 The Helping Relationship

4.61 Rationale

Helping seemingly is a natural phenomena among socialized human beings. Except, however, in rather specialized professions like counseling or psychiatry, the helping relationship is rather intuitively derived and maintained. An intuitive approach to helping and developing a helping relationship may be sufficient for casual human encounters. However, in the very intense supervisor/supervisee interaction the knowledge and skills that go into helping and building a helping relationship need to be more sophisticated; more predictable.

The need for supervisors to have helping knowledge and skills is particularly important when the supervisees are from economically disadvantaged and underemployed groups. This module will help participants acquire knowledge and skills for effective helping.

4.62 Instructional Objectives

Participants will:

- a) Acquire practical understanding of helping principles and techniques from behavioral sciences
- b) Understand and use two dimensions of helping (Carkhuff, 1969)
- c) Have knowledge of barriers to giving and receiving help
- d) Experience seeking help with a problem; help another person with a problem and observe and analyze the helping relationship

4.63 Description of Instructional Content

4.631 Relationship of helper's self esteem and other personality characteristics to helping

4.632 Constraints and advantages in supervisor helping relationships

Advantages

knowledge

respect

Constraints

authority

4.633 Two dimensions of helping

Facilitative

- a) Empathic understanding - feeling with the supervisee and communicating this feeling
- b) Respect - accepting and caring for supervisee as a person of value without fostering dependency
- c) Concreteness - being specific about supervisee's expressions and avoiding extraneous information

Initiative

- a) Genuineness - being real and congruent in relationship with supervisee
- b) Confrontation - pointing out incongruence in supervisee's behavior, i.e., he is saying one thing but doing another
- c) Immediacy - deal with here and now feelings that flow from relationship of supervisor to supervisee

4.64 Description of Instructional Strategies

Principles and techniques of helping are presented in a mini lecture. Supervisor role practice follows the lecture and allows participants to perform a self analysis of helping knowledge and skills using a training simulation. Small group discussions follow the role practice activity and allow participants to review information from the above activities and to reach conclusions regarding the helping supervisor.

The two dimensions of helping are presented in a mini lecture followed by a practice simulation. The practice simulation allows participants to experience using the components of the two dimensions of helping and to receive feedback on their effectiveness. Barriers to giving and receiving help are identified during the above simulation and are incorporated in the small group discussion that follows the simulation.

At the end of the intensive session participants are asked to systematically observe and record their helping behavior (both giving and seeking help) according to the two dimensions of helping and the barrier to helping (on the job).

The follow up session allows for processing helping observation and generating from the total experiences of the helping module those principles and techniques for helping that are useful to the supervisor helper.

4.65 Evaluation

The instructional objectives for this module provide for participants to acquire knowledge and skill in applying principles and techniques of helping. Evidence of the attainment of these objectives is directly determined through analysis of the thoroughness of incorporation of the helping principles and techniques in the training simulations that follow content presentations.

Another test of objective attainment is provided by analysis of the "on-the-job" observations of helping in terms of the helping principles and techniques presented in the module.

See Appendix F - Module 6 References

5.0 CONCLUSION

5.1 Program Performance

To evaluate the effectiveness of SET two groups of randomly selected trained and untrained supervisors and their supervisees will be compared. It is posited that work adjustment is directly related to supervisor effectiveness and that SET promotes supervisor effectiveness. As such, the two groups will be compared on work adjustment using a modified version of the Tsing Rating Scales (Exhibit 3).

These scales rate workers on personal quality and job proficiency. Eleven (11) scores are provided on personal quality (ability to work with others, punctuality, cooperativeness, self-reliance, appearance, courtesy, motivation, reliability, work tolerance, initiative, attitude). Six (6) scores are provided on job proficiency (work knowledge, work skill, quality of work, care of equipment, observance of safety practices, compliance with job rules). Personal quality ratings are used as measures of work satisfaction and job proficiency ratings are used as measures of work satisfactoriness. These ratings taken together account for work adjustment.

The design of this evaluation calls for supervisees to rate themselves and to rate themselves as they perceived their supervisor would rate them. Supervisors rated supervisees on the same dimensions. Results are analyzed for degree of congruence among ratings and differences between trained and untrained groups.

5.2 Summary

This training program was designed to train new supervisors in supervisory principles that are important for supervising CETA and other employees. The program employed a variety of teaching/learning techniques and covered the following broad content areas:

1. Manpower Development: Training Programs and Their Participants
2. Individual and Group Problem Solving
3. Role Functions in an Organization
4. The Communication Process
5. Conflict Resolution
6. The Helping Relationship

5.3 EVALUATION

The sequence of training modules presented reflected the priorities and needs of the group of supervisors trained. Some of these modules may be consistent with your training needs while other modules may not be useful to you. One should feel free to alter the sequence of modules to achieve the best fit of the training program to your unique training situation and needs.

EXHIBIT 3

A - INSTRUCTOR'S
RATING SCALE

WORKER'S NAME _____

TRAINING AREA _____

DATE _____

SUPERVISOR _____

We are interested in your responses to the following statements concerning the worker's work habits, attitudes, etc. Please reply to each item by placing a mark (X) in the space which indicates the degree to which you agree with the statement.

1. The worker doesn't create trouble with other workers on the job.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

2. The worker comes to work on time and returns from breaks on time.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

3. The worker gets along well with the supervisor.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

4. The worker gets his work done without being told by the supervisor.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

5. The worker's appearance is pleasing.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

6. The worker is usually courteous to the supervisor and other workers.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

Exhibit 3 - A (continued)

7. The worker puts a lot of effort into learning all he can about his job.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

8. The worker is always dependable in getting his job done.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

9. The worker can work hard all day long.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

10. The worker will start a new job without waiting to be told by the supervisor.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

11. The worker regards his work as important.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

12. The worker's knowledge of the job is

☐	☐	☐	☐	☐
Very Good	Good	Fair	Poor	Very Poor

13. The worker's work skill on the job is

☐	☐	☐	☐	☐
Very Good	Good	Fair	Poor	Very Poor

14. I think the quality of the worker's work is

☐	☐	☐	☐	☐
Very Good	Good	Fair	Poor	Very Poor

15. I think the worker's operation and care of the equipment is

☐	☐	☐	☐	☐
Very Good	Good	Fair	Poor	Very Poor

Exhibit 3 - A (continued)

16. The worker's observance of safety practices on the job is

☐	☐	☐	☐	☐
Very Good	Good	Fair	Poor	Very Poor

17. The worker's compliance with rules on the job is

☐	☐	☐	☐	☐
Very Good	Good	Fair	Poor	Very Poor

18. Knowing this worker (his skills, attitude, personality, etc.) I would hire him if I were an employer.

☐	☐	☐	☐	☐
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

Exhibit 3 (continued)

NAME _____

B - WORKER
RATING SCALE

WORK AREA _____

DATE _____

These are some statements about you and your job. We are interested in how you feel about certain aspects of your job. Please mark an (X) in the space which indicates how much you agree or disagree with each statement. There are no right or wrong answers -- just your answers.

1. I don't have trouble with other workers on the job.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

2. I come to work on time and return from breaks on time.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

3. I get along well with the supervisor.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

4. I get my work done without being told by the supervisor.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

5. I try to look my best when I'm on the job.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

6. I usually try to be polite to the supervisor and to others on the job.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

7. I think I can gain as much from my job as I put into it.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

Exhibit 3 - B (continued)

8. I can always be counted on to get my job done.
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ☐ | ☐ | ☐ | ☐ | ☐ |
| Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
9. I don't mind working really hard all day long.
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ☐ | ☐ | ☐ | ☐ | ☐ |
| Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
10. I start new jobs without waiting to be told by the supervisor.
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ☐ | ☐ | ☐ | ☐ | ☐ |
| Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
11. I regard my job as important.
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ☐ | ☐ | ☐ | ☐ | ☐ |
| Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
12. I think my knowledge about my job area is
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ☐ | ☐ | ☐ | ☐ | ☐ |
| Very Good | Good | Fair | Poor | Very Poor |
13. My skill on the job is
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ☐ | ☐ | ☐ | ☐ | ☐ |
| Very Good | Good | Fair | Poor | Very Poor |
14. I think the quality of my work is
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ☐ | ☐ | ☐ | ☐ | ☐ |
| Very Good | Good | Fair | Poor | Very Poor |
15. I think my operation and care of equipment is
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ☐ | ☐ | ☐ | ☐ | ☐ |
| Very Good | Good | Fair | Poor | Very Poor |
16. My observance of safety practices on the job is
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ☐ | ☐ | ☐ | ☐ | ☐ |
| Very Good | Good | Fair | Poor | Very Poor |
17. I think my compliance with rules on the job is
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ☐ | ☐ | ☐ | ☐ | ☐ |
| Very Good | Good | Fair | Poor | Very Poor |

Exhibit 3 (continued)

NAME _____

C - WORKER
RATING SCALE

WORK AREA _____

SUPERVISOR _____

DATE _____

We are interested in how your supervisor feels about certain aspects of your work and your impressions of this. Please mark an (X) in the space indicating the response you feel your supervisor would make.

1. My supervisor thinks that I don't have trouble with other workers on the job.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

2. My supervisor thinks that I come to work on time and return from breaks on time.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

3. My supervisor feels that I get along well with him.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

4. My supervisor thinks that I get my work done without his having to tell me.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

5. My supervisor thinks that I have a pleasing appearance.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

6. My supervisor thinks that I try to be polite to him and to the other workers on the job.

☐	☐	☐	☐	☐
Strongly				Strongly
Agree	Agree	Uncertain	Disagree	Disagree

Exhibit 3 - C (continued)

7. My supervisor thinks that I try to learn all I can about my work area.

☐ []	☐ []	☐ []	☐ []	☐ []
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

8. My supervisor feels he can always count on me to get my job done.

☐ []	☐ []	☐ []	☐ []	☐ []
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

9. My supervisor thinks that I can work hard all day long.

☐ []	☐ []	☐ []	☐ []	☐ []
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

10. My supervisor thinks that I can start a new job without waiting for him to tell me.

☐ []	☐ []	☐ []	☐ []	☐ []
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

11. My supervisor feels I regard my work as important.

☐ []	☐ []	☐ []	☐ []	☐ []
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

12. My supervisor thinks my knowledge of the job is

☐ []	☐ []	☐ []	☐ []	☐ []
Very Good	Good	Fair	Poor	Very Poor

13. My supervisor thinks my skill in the work area is

☐ []	☐ []	☐ []	☐ []	☐ []
Very Good	Good	Fair	Poor	Very Poor

14. My supervisor thinks the quality of my work is

☐ []	☐ []	☐ []	☐ []	☐ []
Very Good	Good	Fair	Poor	Very Poor

15. My supervisor thinks my operation and care of the equipment is

☐ []	☐ []	☐ []	☐ []	☐ []
Very Good	Good	Fair	Poor	Very Poor

Exhibit 3 - C (continued)

16. My supervisor thinks that my observance of safety practices on the job is

☐
Very Good

☐
Good

☐
Fair

☐
Poor

☐
Very Poor

17. My supervisor thinks my compliance with rules on the job is

☐
Very Good

☐
Good

☐
Fair

☐
Poor

☐
Very Poor

APPENDIX A

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